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ABSTRACT

This study examined differences in final course grades awarded by full-time and part-time faculty by academic center at Nova Southeastern University (Florida). Course data were obtained on 387 full-time and 812 part-time faculty and 63 administrators who taught one or more standard courses during winter term 1997. It was found that 87 percent of all grades were successful (A, B, C, or Pass) and that the modal grade (33 percent of total) at the university was an A. It was also found that part-time faculty awarded a significantly greater frequency of successful grades than their full-time counterparts. These differences were observed in the undergraduate studies program, the Center for the Advancement of Education, the School of Business and Entrepreneurship, and the Law Center. Part-time faculty were in parity with their full-time counterparts in regard to the frequency of successful grades awarded in the Center for Psychological Studies and the School of Computer and Information Sciences. An appendix provides three sets of data tables. (MDM)

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ED 429 482

A COMPARISON OF FINAL GRADES AWARDED BY FULL-TIME FACULTY AND PART-TIME FACULTY BY ACADEMIC CENTER FOR WINTER TERM 1997

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EXECUTIVE SUMMARY

The Office of Research and Planning provided the first comprehensive analysis of grades at Nova Southeastern University in 1996. Because of the way data were organized, it was not possible at that time to report grades based on faculty affiliation status (full-time faculty and part-time faculty).

The purpose of this report is to build on the prior study and to report on grades by faculty affiliation status as well as by academic center. This report is restricted in focus to all standard courses offered at the University during Winter Term 1997:

- By focusing on grades awarded only in standard courses, grades in non-standard courses (practicum, thesis, dissertation, Major Applied Research Project, rotation, etc.) have been excluded from this report.
- Regarding the composition of the faculty during Winter Term 1997:
  - The University employed 812 part-time faculty who awarded grades in standard courses.
  - The University employed 387 full-time faculty.
  - There were 63 administrators who taught one or more standard courses.

Among the many statistics presented in this report, key findings include the following:

- 87 percent of all Winter Term 1997 grades at the University were successful (A, B, C, 70 - 100, and Pass).
- The modal grade (33 percent of total) at the University was an "A."
- For the entire University it was determined that faculty who are part-time employees awarded a statistically significantly greater frequency of successful grades than their full-time counterparts.
- There were no academic centers where faculty who are full-time employees awarded a statistically significantly greater frequency of successful grades than their part-time counterparts.

Although there is a degree of inconsistency in the literature on differences in grading between full-time faculty and part-time faculty, this report clearly found that at least for this one period of time (Winter Term 1997), part-time faculty at NSU awarded a statistically significantly greater frequency of successful grades than their full-time counterparts.

Accordingly, it may be useful for center directors to discuss this issue with their faculty to see if there is a need for the development of grading rubrics or any other type of action-item that may provide convergence between full-time faculty and part-time faculty. It may also be useful to repeat this study using data from a future term to see if there are any noticeable trends over time.

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	ii
LIST OF TABLES	v
BACKGROUND	1
METHODOLOGY	1
RESULTS	2
SUMMARY	4
REFERENCES	5
APPENDIX: Tables 1 to 3.J	6

LIST OF TABLES

Table		Page
1	Nova Southeastern University's Faculty by Faculty Affiliation Status: Fall Term 1995 to Fall Term 1997	7
2	Summary of Successful Grades (A, B, 70 - 100, Pass) and All Other Grades by Faculty-Employment Status and by Academic Center: Winter Term 1997	8
3.A	Summary of Winter Term 1997 Grades by Faculty Status: Farquhar Center for Undergraduate Studies	10
3.B	Summary of Winter Term 1997 Grades by Faculty Status: Fischler Center for the Advancement of Education	11
3.C	Summary of Winter Term 1997 Grades by Faculty Status: Health Professions Division	12
3.D	Summary of Winter Term 1997 Grades by Faculty Status: School of Business and Entrepreneurship	13
3.E	Summary of Winter Term 1997 Grades by Faculty Status: Shepard Broad Law Center	14
3.F	Summary of Winter Term 1997 Grades by Faculty Status: Center for Psychological Studies	15
3.G	Summary of Winter Term 1997 Grades by Faculty Status: School of Computer and Information Sciences	16
3.H	Summary of Winter Term 1997 Grades by Faculty Status: School of Social and Systemic Studies	17
3.I	Summary of Winter Term 1997 Grades by Faculty Status: Oceanographic Center	18
3.J	Summary of Winter Term 1997 Grades by Faculty Status: All Academic Centers	19

BACKGROUND

The Office of Research and Planning provided the first comprehensive analysis of grades at Nova Southeastern University in 1996 (*Grades at Nova Southeastern University: Fall Term 1993, Fall Term 1994, and Fall Term 1995*; 1996). A limitation of that report was that grades could only be reported by academic center and not by faculty affiliation status (full-time faculty and part-time faculty).

The purpose of this report is to expand on the prior presentation and to report on grades by faculty affiliation status as well as by academic center. This report is restricted in focus to all standard courses offered at the University during Winter Term 1997:

- By focusing on grades awarded only in standard courses, grades in non-standard courses (practicum, thesis, dissertation, Major Applied Research Project, rotation, etc.) have been excluded from this report.
- Regarding the composition of the faculty during Winter Term 1997 (Table 1):
  - The University employed 812 part-time faculty who awarded grades in standard courses.
  - The University employed 387 full-time faculty.
  - There were 63 administrators who taught one or more standard courses.

METHODOLOGY

The methodology used for *Grades at Nova Southeastern University: Fall Term 1993, Fall Term 1994, and Fall Term 1995* (1996) was quite useful and this report in many ways replicates that prior study:

1. The computing center provided the original extract file on November 11, 1997.

   This date provided an approximate four month interim from the end of Winter Term 1997 and the creation of the extract file, allowing sufficient time for adjustment to most *Incomplete* grades and the posting of any late grades.

2. The faculty matrix listings prepared by academic centers and submitted to Research and Planning were used for information on faculty affiliation status.

3. Center catalogs were used for information on standard courses and non-standard courses.

4. The graduate assistant assigned to Research and Planning hand-entered the appropriate *Faculty_Status* code and *Course_Type* code for each of the more than 9,000 unique course listings identified in the extract file.

5. Grades in non-standard courses (practicum, thesis, dissertation, Major Applied Research Project, rotation, etc.) have been excluded from this report.

Grades were organized for the entire University and by academic center into two separate categories:

- Successful grades (A, B, C, 70 - 100, and Pass)
- All other grades

The chi-square test was then used to determine if there were differences in the frequency of successful grades awarded by faculty who are full-time employees of the University and their part-time counterparts.

RESULTS

A summary of successful grades and all other grades by faculty-employment status and by academic center is provided in Table 2. Overall, it was determined that faculty who are part-time employees of the University awarded a statistically significantly greater frequency of successful grades than their full-time counterparts.

Information about specific grades and faculty affiliation is provided in Tables 3.A to 3.J, where grades are identified for each academic center and for the entire University. Among the many statistics obtained in these tables, it may be useful to note that:

- 87 percent of all Winter Term 1997 grades at the University were successful. There was a rather wide variance in the range of successful scores when viewing grades by academic center.
    - 94 percent of all Winter Term 1997 grades in the Center for Psychological Studies and the School of Social and Systemic Studies were successful.
    - 74 percent of all Winter Term 1997 grades in the School of Computer and Information Sciences were successful.

- The modal grade (33 percent of total) at the University was an "A."
- For the entire University it was determined that faculty who are part-time employees award a statistically significantly greater frequency of successful grades than their full-time counterparts.
  - This difference was observed in the following academic centers:
    - Farquhar Center for Undergraduate Studies
    - Fischler Center for the Advancement of Education
    - School of Business and Entrepreneurship
    - Shepard Broad Law Center
  - Part-time faculty were in parity with their full-time counterparts in regard to the frequency of successful grades awarded in the following academic centers:
    - Center for Psychological Studies
    - School of Computer and Information Sciences.
  - Due to their limited use of part-time faculty, differences between part-time faculty and full-time faculty were not examined in the following academic centers:
    - Health Professions Division
    - School of Social and Systemic Studies
    - Oceanographic Center
- There were no academic centers where faculty who are full-time employees awarded a statistically significantly greater frequency of successful grades than their part-time counterparts.

SUMMARY

There seems to be a fair degree of inconsistency in the literature on the issue of possible differences between full-time faculty and part-time faculty and the frequency of successful grades awarded by these two groups:

- Davis, et. al. (1986), when examining grades in a competency-based exit examination and grades in the next English course, found no differences between students of full-time faculty and students of part-time faculty.

- Iadevaia (1991) determined that there were no differences in student success rates in courses offered by full-time faculty and part-time faculty.

- Fedler, et al. (1989) found that part-time faculty awarded the highest grades at three separate schools.

- Jackson (1986) found that part-time faculty awarded slightly higher grades than full-time faculty.

Although there may be a degree of inconsistency on this issue, this report clearly found that at least for this one period of time (Winter Term 1997), part-time faculty at the University awarded a statistically significantly greater frequency of successful grades than their full-time counterparts. Moehs (1992) discussed the implications of this issue and identified how part-time faculty need to know the grading standards that they are expected to uphold.

Accordingly, it may be useful for center directors to discuss this issue with their faculty to see if there is a need for the development of grading rubrics or any other type of action-item that may provide convergence between full-time faculty and part-time faculty. It may also be useful to repeat this study using data from a future term to see if there are any noticeable trends over time.

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APPENDIX:

Tables 1 to 3.J

Table 1

Nova Southeastern University's Faculty by Faculty Affiliation Status:
Fall Term 1995 to Fall Term 1997

Academic Center	Academic Term											
	FALL 1995		WINTER 1996		FALL 1996[1]		WINTER 1997		FALL 1997		CHANGE F95 - F97	
	N	%	N	%	N	%	N	%	N	%	N	%
Full-time faculty	338	27	343	27	347	31	387	30	432	32	94	28
Administrator teaching in same center	51	4	60	5	51	4	54	4	67	5	16	31
Full-time faculty from one center teaching in another center	63	5	44	3	39	3	19	1	23	1	-40	-63
Administrator from one center teaching in another center	19	2	15	1	16	1	9	1	8	1	-11	-58
Adjunct who has taught at least 2 courses per year for more than 5 years	244	20	209	16	157	14	186	15	176	13	-68	-28
Adjunct who has not taught at least 2 courses per year for more than 5 years	521	42	619	48	524	46	626	49	654	48	133	26
Total	1236	100	1290	100	1134	100	1281	100	1360	100	124	10

[1] Data for Fall 1996 do not include GTEP session 2.

Table 2

Summary of Successful Grades (A, B, C, 70-100, Pass) and All Other Grades by Faculty-Employment Status and by Academic Center: Winter Term 1997

Academic Center	Successful Grades: A, B, C, 70-100, Pass		All Other Grades		p	Results of Chi-Square Analysis
	Full-Time	Part-Time	Full-Time	Part-Time		
Farquhar Center for Undergraduate Studies	4,223	5,812	936	959	.001	Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.
Fischler Center for the Advancement of Education	1,387	5,940	271	498	.001	Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.
School of Business and Entrepreneurship	958	2,822	151	230	.001	Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.

Shepard Broad Law Center	2,825	505	319	31	.001	Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.
Center for Psychological Studies . . .	795	1,313	57	79	.328	There is no difference in the frequency of successful grades awarded by faculty who are part-time employees and the frequency of successful grades awarded by their full-time counterparts.
School of Computer and Information Sciences	826	607	294	201	.496	There is no difference in the frequency of successful grades awarded by faculty who are part-time employees and the frequency of successful grades awarded by their full-time counterparts.
All Academic Centers	21,037	17,113	3,566	2,027	.001	Collapsing all grades in standard courses, faculty who are part-time employees award a statistically significantly greater frequency of successful grades than their full-time counterparts.

Note. Due to the limited use of part-time faculty in the Health Professions Division, School of Social and Systemic Studies, and the Oceanographic Center, it would be inappropriate to report on the chi-square analysis of the data.

Table 3.A

Summary of Winter Term 1997 Grades by Faculty Status: Farquhar Center for Undergraduate Studies

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	1,220	28	1,601	37	712	16	50	1	3,583	82	792	18	4,375
2 Administrator - this center	101	27	106	28	77	20	9	2	293	77	86	23	379
3 Faculty - another center	97	46	60	28	20	9	0	0	177	83	35	17	212
4 Administrator - another center . . .	82	42	55	28	9	5	24	12	170	88	23	12	193
Subtotal	1,500	29	1,822	35	818	16	83	2	4,223	82	936	18	5,159
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr . . .	657	42	555	36	133	9	0	0	1,345	86	212	14	1,557
6 Faculty - not 2 courses/yr > 5 yr .	2,110	40	1,775	34	550	11	32	1	4,467	86	747	14	5,214
Subtotal	2,767	41	2,330	34	683	10	32	0	5,812	86	959	14	6,771
TOTAL	4,267	36	4,152	35	1,501	13	115	1	10,035	84	1,895	16	11,930

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 34.71 and the Null Hypothesis is rejected ($p = .001$). Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.

Table 3.B

Summary of Winter Term 1997 Grades by Faculty Status: Fischler Center for the Advancement of Education

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	767	49	367	23	42	3	131	8	1,307	83	259	17	1,566
2 Administrator - this center	40	70	7	12	0	0	1	2	48	84	9	16	57
3 Faculty - another center	20	57	10	29	2	6	0	0	32	91	3	9	35
4 Administrator - another center . . .	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	827	50	384	23	44	3	132	8	1,387	84	271	16	1,658
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr . . .	719	51	221	16	14	1	350	25	1,304	92	110	8	1,414
6 Faculty - not 2 courses/yr > 5 yr .	3,312	66	863	17	62	1	399	8	4,636	92	388	8	5,024
Subtotal	4,031	63	1,084	17	76	1	749	12	5,940	92	498	8	6,438
TOTAL	4,858	60	1,468	18	120	1	881	11	7,327	91	769	9	8,096

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 113.69 and the Null Hypothesis is rejected ($p = .001$). Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.

Table 3.C

Summary of Winter Term 1997 Grades by Faculty Status: Health Professions Division

	Successful Grades										All Other Grades		Total
	90-100		80-89		70-79		Pass		Subtotal				
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	566	6	2,064	22	2,839	30	2,748	29	8,217	87	1,218	13	9,435
2 Administrator - this center	21	2	186	14	467	34	412	30	1,086	80	276	20	1,362
3 Faculty - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Administrator - another center	0	0	123	41	16	5	149	49	288	95	14	5	302
Subtotal	587	5	2,273	21	3,322	30	3,309	30	9,591	86	1,508	14	11,099
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	0	0	0	0	0	0	0	0	0	0	0	0	0
6 Faculty - not 2 courses/yr > 5 yr	0	0	27	55	0	0	0	0	27	55	22	45	49
Subtotal	0	0	27	37	24	33	0	0	51	70	22	30	73
TOTAL	587	5	2,400	21	3,346	30	3,309	30	9,642	86	1,530	14	11,172

Note: Due to the limited use of part-time faculty in the HPD, it would be inappropriate to report on the chi-square analysis of the data.

Table 3.D

Summary of Winter Term 1997 Grades by Faculty Status: School of Business and Entrepreneurship

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	355	38	269	29	21	2	164	18	809	87	123	13	932
2 Administrator - this center	25	18	30	21	3	2	59	42	117	82	25	18	142
3 Faculty - another center	11	69	3	19	1	6	0	0	15	94	1	6	16
4 Administrator - another center	9	47	7	37	1	5	0	0	17	89	2	11	19
Subtotal	400	36	309	28	26	2	223	20	958	86	151	14	1,109
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	508	60	222	26	16	2	24	3	770	91	77	9	847
6 Faculty - not 2 courses/yr > 5 yr	1,052	48	727	33	75	3	198	9	2,052	93	153	7	2,205
Subtotal	1,560	51	949	31	91	3	222	7	2,822	92	230	8	3,052
TOTAL	1,960	47	1,258	30	117	3	445	11	3,780	91	381	9	4,161

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 36.15 and the Null Hypothesis is rejected ($p = .001$). Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.

Table 3.E

Summary of Winter Term 1997 Grades by Faculty Status: Shepard Broad Law Center

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	360	12	1,198	38	1,100	35	154	5	2,812	90	318	10	3,130
2 Administrator - this center	6	43	4	29	3	21	0	0	13	93	1	7	14
3 Faculty - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Administrator - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	366	12	1,202	38	1,103	35	154	5	2,825	90	319	10	3,144
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	16	18	46	51	15	16	12	13	89	98	2	2	91
6 Faculty - not 2 courses/yr > 5 yr	98	22	230	52	88	20	0	0	416	93	29	7	445
Subtotal	114	21	276	51	103	19	12	2	505	94	31	6	536
TOTAL	480	13	1,478	40	1,206	33	166	5	3,330	90	350	10	3,680

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 10.13 and the Null Hypothesis is rejected ($p = .001$). Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.

Table 3.F

Summary of Winter Term 1997 Grades by Faculty Status: Center for Psychological Studies

Faculty Status	Successful Grades										All Other Grades		Total
	A		B		C		Pass		Subtotal				
	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	548	64	167	20	12	1	68	8	795	93	57	7	852
2 Administrator - this center	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Faculty - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Administrator - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	548	64	167	20	12	1	68	8	795	93	57	7	852
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	259	65	106	27	5	1	0	0	370	93	29	7	399
6 Faculty - not 2 courses/yr > 5 yr	717	72	211	21	15	2	0	0	943	95	50	5	993
Subtotal	976	70	317	23	20	1	0	0	1,313	94	79	6	1,392
TOTAL	1,524	68	484	22	32	1	68	3	2,108	94	136	6	2,244

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 0.96 and the Null Hypothesis is accepted ($p = .328$).

Table 3.G

Summary of Winter Term 1997 Grades by Faculty Status: School of Computer and Information Sciences

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	474	47	200	20	94	9	4	0	772	77	234	23	1,006
2 Administrator - this center	20	18	17	15	16	14	1	1	54	47	60	53	114
3 Faculty - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Administrator - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	494	44	217	19	110	10	5	0	826	74	294	26	1,120
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	111	38	67	23	57	19	0	0	235	80	59	20	294
6 Faculty - not 2 courses/yr > 5 yr	154	30	126	25	92	18	0	0	372	72	142	28	514
Subtotal	265	33	193	24	149	18	0	0	607	75	201	25	808
TOTAL	759	39	410	21	259	13	5	0	1,433	74	495	26	1,928

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 0.46 and the Null Hypothesis is accepted ($p = .496$).

Table 3.H

Summary of Winter Term 1997 Grades by Faculty Status: School of Social and Systemic Studies

Faculty Status	Successful Grades										All Other Grades		Total
	A		B		C		Pass		Subtotal				
	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	288	76	66	17	1	0	0	0	355	93	25	7	380
2 Administrator - this center	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Faculty - another center	21	62	10	29	3	9	0	0	34	100	0	0	34
4 Administrator - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	309	75	76	18	4	1	0	0	389	94	25	6	414
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	0	0	0	0	0	0	0	0	0	0	0	0	0
6 Faculty - not 2 courses/yr > 5 yr	28	90	0	0	0	0	0	0	28	90	3	10	31
Subtotal	28	90	0	0	0	0	0	0	28	90	3	10	31
TOTAL	337	76	76	17	4	1	0	0	417	94	28	6	445

Note: Due to the limited use of part-time faculty in the SSSS, it would be inappropriate to report on the chi-square analysis of the data.

Table 3.I

Summary of Winter Term 1997 Grades by Faculty Status: Oceanographic Center

	Successful Grades												
	A		B		C		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	15	31	21	44	3	6	4	8	43	90	5	10	48
2 Administrator - this center	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Faculty - another center	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Administrator - another center . . .	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	15	31	21	44	3	6	4	8	43	90	5	10	48
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr . . .	23	59	11	28	0	0	1	3	35	90	4	10	39
6 Faculty - not 2 courses/yr > 5 yr .	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	23	59	11	28	0	0	1	3	35	90	4	10	39
TOTAL	38	44	32	37	3	3	5	6	78	90	9	10	87

Note: Due to the limited use of part-time faculty in the Oceanographic Center, it would be inappropriate to report on the chi-square analysis of the data.

Table 3.J

Summary of Winter Term 1997 Grades by Faculty Status: All Academic Centers

	Successful Grades												
	A or 90-100		B or 80-89		C or 70-79		Pass		Subtotal		All Other Grades		Total
Faculty Status	N	%	N	%	N	%	N	%	N	%	N	%	N
Full-Time Employees													
1 Faculty - this center	4,593	21	5,953	27	4,824	22	3,323	15	18,693	86	3,031	14	21,724
2 Administrator - this center	213	10	350	17	566	27	482	23	1,611	78	457	22	2,068
3 Faculty - another center	149	50	83	28	26	9	0	0	258	87	39	13	297
4 Administrator - another center	91	18	185	36	26	5	173	34	475	92	39	8	514
Subtotal	5,046	21	6,571	27	5,442	22	3,978	16	21,037	86	3,566	14	24,603
Part-Time Employees													
5 Faculty - 2 courses/yr > 5 yr	2,293	49	1,228	26	240	5	387	8	4,148	89	493	11	4,641
6 Faculty - not 2 courses/yr > 5 yr	7,471	52	3,959	27	882	6	629	4	12,941	89	1,534	11	14,475
Subtotal	9,764	51	5,187	27	1,146	6	1,016	5	17,113	89	2,027	11	19,140
TOTAL	14,810	34	11,758	27	6,588	15	4,994	11	38,150	87	5,593	13	43,743

Null Hypothesis: There is no statistically significant difference between faculty who are full-time employees and faculty who are part-time employees and the frequency of successful grades and all other grades awarded ($p \leq .001$).

Finding: Chi-square = 147.12 and the Null Hypothesis is rejected ($p = .001$). Faculty who are part-time employees award a significantly greater frequency of successful grades than their full-time counterparts.